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NEWS & REPORTS

www.sde.state.id.us/dept

A message from the state superintendent

I'll advocate for a change in support

December is a busy month at the State Department of Education. That's when I'm deciding what I will say during the 45 minutes I have to tell the Joint Finance and Appropriations Committee exactly what my budget request means for Idaho's schools and why it's important to support it.

The request is made early. The final decision comes much later, after committee members have heard all state requests, compared needs to revenues, and asked the questions they want answered. In the meantime, the SDE staff and I will appear before other committees to review budget details and answer more questions.

Perhaps some of you will be at those meetings. If so, remember that testimony from legislators' home districts is often the most compelling as you talk about your efforts and your realities.

This year is especially important for me. It is my last chance to advocate for Idaho's children by urging legislators to begin repairing the damage of so many years of lost opportunities and inadequate revenues. I'll ask for a change of attitude towards Idaho's public schools and an acknowledgement that schools and patrons have persevered during the tough times of bad tax decisions and the bursting of the technology bubble.

Most teachers won't notice any of this. They will be involved doing what is truly important: planning how to use each minute of each day to best advantage; paying attention to students' reactions so that every day marks a forward movement in their knowledge, understanding, and enthusiasm; and attending to all the details that fall under the broad umbrella of "accountability."

Despite reports of higher-than-anticipated revenues, Idaho is not yet out of the woods economically. And money for our schools is being threatened on two



Dr. Marilyn Howard
Superintendent of Public Instruction

fronts.

One threat is a voter-driven rejection of rising property values. That's important to us, because for years the state education budget has been supported by rising property values across the state rather than improvement in the larger economy.

The other is a fear that the building boom we've experienced will stop, sending Idaho back into recession.

I expect legislators will be cautious this year, since any new revenues are precarious and current revenue may be diminished by tax policy changes. Still, 2006 is an election year, and some legislators have voiced concern that they may have gone too far in terms of crippling public schools.

Given that, I plan to ask lawmakers to be helpful to their local schools this year. That help will include a 3 percent improvement to the salary base so local school boards will have the ability to

improve salaries – an opportunity trustees haven't had for five years – and a 5 percent improvement to district discretionary funds that pay for heat, lights, some transportation, textbooks, materials, and health insurance premiums, among other things.

I will ask for funding to ensure that additional math and science requirements for high school juniors and seniors will not come at the expense of highly valued courses in the arts, humanities, or technical programs.

And I will be asking for support to help local districts meet the challenges of new standards and assessments that require teachers to match their curriculum and preparation to the newly-defined expectations.

This is really our second round of standards and test development. The State Board of Education's initial efforts in these areas were found inadequate by the U.S. Department of Education (USDOE) and a herculean effort has been under way at the SDE since August to repair pertinent documents.

Next spring, as required by the USDOE, the state board will seek bids for an improved test that matches the new standards. The goal here is a match among the written, taught, and tested curriculum.

All of that lies ahead. For now, I ask educators not to let the negative messages of the past, including the punitive sanctions of the No Child Left Behind Act, dominate thoughts or diminish a commitment to a quality education for all Idaho students.

That commitment ensures that the promise of each child will be realized. The preservation of our nation and our democracy rests on that larger purpose, and for that I thank all of you who have stayed the course during these difficult years.

Upcoming events

January

Jan. 8-10

►Idaho Association of Secondary School Principals meeting, DoubleTree Riverside, Boise

Jan. 9

►Noon 2006 Legislature convenes.

►7 pm. Gov. Dirk Kempthorne's State of the State and Budget address

Jan. 23

►Special meeting State Board of Education, Boise

February

Feb. 2-4

►Idaho School Superintendents Association, & Idaho Education Technology

Association meeting, Double Tree Riverside Hotel, Boise.

Feb. 23-24

State Board of Education meeting, Boise State University, Boise

April

April 20-21

State Board of Education meeting, University of Idaho, Moscow

June

June 11-14

►Idaho Association of School Administrators Conference, Sun Valley

June 15-16

State Board of Education

meeting, College of Southern Idaho, Twin Falls

August

Aug. 4

►State Department of Education's back-to-school meeting with superintendents and charter school administrators, location to be determined.

Aug. 10-11

State Board of Education meeting, Idaho Falls - Eastern Idaho Tech College

October

Oct. 12-13

State Board of Education meeting, Lewis-Clark State College, Lewiston

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NEWS & REPORTS

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Standards & testing

A draft of revised Idaho Achievement Standards are available for review. **See story on Page 3.**



High school reform

A revised plan to change math and science requirements is headed to the Legislature. **See story on Page 3.**



Physical education

A proposal to increase the physical education in schools has been tabled. **See story on Page 3.**



Student performance

Idaho fared well on the only assessment taken by students in every state - the National Assessment for Educational Progress or NAEP. **See story and information Page 4-5.**

New year brings continued focus on international education

Shortly after the start of the New Year, Idaho schools will receive new guidelines on international education from the State Department of Education.

The booklet -- to be released in December in cooperation with the department, the

Office of the Governor, and the Department of Commerce and Labor -- provides an overview of international education objectives and activities designed to enhance the integration of global cultures, global connections, and global issues in Idaho's K-12 and col-

lege classrooms.

The booklet is part of a 2-year-old international education initiative spearheaded by the State Department of Education.

For information contact the SDE's Dr. Dan Prinzing at (208) 332-6994.

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The State Department of Education's international education initiative aims to help increase students' understanding of the state's global trade and cultural partners.

Honoring excellence

Superintendent recognizes three outstanding educators



Joe Jaszewski / The Idaho Statesman/Used with Permission

Parma High School biology teacher Mick Sharkey hugs his mother, Shirley Sharkey, in front of a cheering crowd of students in the school's gym. In a surprise presentation Nov. 1, Sharkey was named Idaho's 2006 Teacher of the Year. Sharkey's mother and father, Bill, traveled from Butte, Mont., for the announcement and stayed in a hotel in Caldwell so as not to tip Sharkey off to the surprise. **Idaho's 2006 Milken award winners and Teacher of the Year Finalists are featured on Pages 6-7.**

Students in Mick Sharkey's classroom at Parma High School earn college credit by replicating their unique genetic codes from a single hair follicle.

"They get an advanced education concerning science. They get college credit for it, which is really an added bonus. And in terms of the DNA, they learn all of these exciting things about what's happening at the moment with DNA science," said Sharkey, who is Idaho's 2006 Teacher of the Year.

He ties in real life ethical debates surrounding technology: his students wrote papers this year on stem cell research as they experimented hands-on in the DNA lab about what it means to manipulate the human genome.

Sharkey, 49, has been teaching for 17 years, all of them in Parma near the

"I'm lucky enough to get to teach in a community that has a high value for education and supports the school in big ways."

Mick Sharkey
2006 Idaho Teacher of the Year

Idaho-Oregon border. His wife's love of teaching led him from grocery store management into science education. (Peggy Sharkey is the principal at Parma Middle School.)

"When I saw how rewarding my wife's job was and how much she loved

it, I decided I'd go back to school and become a biology teacher," he said.

A local foundation, the Bruce Mitchell Foundation in Parma, donated \$35,000 for the physical and biological science program. It made Sharkey's DNA lab possible, complete with a DNA replicator.

"I'm lucky enough to get to teach in a community that has a high value for education and supports the school in big ways," he said.

Keeping up on his subject matter and enjoying summers fly fishing are ways Sharkey has maintained a passion for teaching. He has earned more than 70 post-degree credits.

"I keep going back to school. That recharges you intellectually."

Continued on Page 6

Schools, districts test drive new web-based planning tool

This fall local school administrators are using a new tool that will help reduce "paperwork" required by state and federal programs.

In September, the State Department of Education unveiled a new Continuous Improvement Planning (CIP) Tool.

The web-based tool consolidates and condenses several

required improvement plans including Title I, Special Education, Accreditation, etc., within a single web-based planning template. In addition, many reporting elements will be included in the tool.

Using the CIP Tool, administrators work with a general planning template that will satisfy state requirements without mandating what planning

process a school or district utilizes.

The goal this year is for administrators to become familiar with the CIP Tool, complete some sections, and provide feedback to improve the tool.

The CIP Tool field-test and refinement process will continue until March 1, 2006.

After that review time, the department will finalize the CIP

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Tool in preparation for full implementation in the 2006-07 school year.



A Global Perspective

International initiative connects Idaho to the world

Visitors to the office of Superintendent of Public Instruction Marilyn Howard walk through a display of flags from around the world. The flags are from nations or regions with which educators from across Idaho are developing an

educational relationship: Canada, the Republic of Ireland and Northern Ireland, Kenya, Jordan, Germany, the Basque Country, Taiwan, Mexico, and China. The outreach is part of a more than 2-year-old international educa-

tion effort led by Dr. Dan Prinzing, the State Department of Education's Coordinator of Civics, Service, Character and International Education. Dr. Prinzing sat down with Lindy High, former *News & Reports*

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More information is on the way to Idaho schools.

editor, to talk about the importance of the program to Idaho's students.

LH: I understand Idaho is perhaps more actively involved in its international education efforts than some other states. How did all this get started?

DP: This took root in 2003, when Marilyn Howard was asked to take part in the States Institute on International Education in the Schools. It was sponsored by the Asia Society, and Idaho was one of 21 states invited to attend. Shortly after that, Dr. Howard and I attended the First Congressional Conference on Civic Education and a light bulb went on: these two areas are closely related. If we want our students to become responsible and participatory citizens in their cities, states, and the nation, they also need to know more about the world because the U.S. doesn't exist in isolation.

LH: Still, Idaho doesn't seem like an obvious place for an international education program. Why should our schools be involved in this at all?

DP: If you're talking just about students, then obviously, we want our students to move beyond the insularity and isolation of the state and connect to the larger world. Decisions made in China



Top photo: Idaho educators pose with educators at the Lauaxata School in the Basque country near Bilbao, Spain in June 2005. **Side photo:** Idaho teachers Cynthia Jenkins of Borah High School and Rob Sauer of Wendell Middle School, are welcomed to the Glanmire Community School in Cork, Republic of Ireland in November 2005.



Side photo: Idaho educators meet with teachers and administrators at Shanghai Luwan Senior High School in China during a 2004 visit. **Photo below:** Idaho educators including Stefan DeVries of Borah High School, Alta Graham of Centennial High School, and Matt Harris of the Coeur d'Alene Charter Academy meet with students in Berlin, Germany.

and the European Union and Mexico and so on are going to affect us here in Idaho. The more we know, the better we understand those decisions, and the better prepared we are to react.

But this is more than just a school issue. Idaho's businesses and industries, helped by state government here, are already making that connection because they recognize that international links are a part of the state's long-term economic vitality. There's a reason Governor Kempthorne leads those trade missions: Idaho is making a name for itself. Giving our students a global perspective prepares them to actively engage in that new world.

LH: What's education's role in all of these efforts?

DP: Initially we've identified three objectives for international education: infuse global perspectives into the K-12 curriculum, support teacher and student exchange, and formalize sister school partnerships between schools in Idaho and schools around the world.

LH: How is this going to happen?

DP: We're starting with an international education task force made up of teachers and administrators and others who share this vision of helping students understand the larger world. That team has visited other nations. One of their assignments is to develop lessons for our classrooms; we want those lessons not only to be aligned to Idaho's academic stan-



dards, but also to be rich in the first-hand experience gained in world travel.

LH: What does that 'first-hand experience' add to the mix?

DP: Here's an example: For our very first educational mission, to Germany, each teacher had been assigned to develop a lesson for his or her particular subject area / content course. These are all Type A go-getters and many of them had started writing their lessons before they ever left Idaho. But when they actually got to Germany and started talking to fellow educators, government officials, and the ordinary citizen in the street, they had to trash the work they had done beforehand. They realized they had been looking at Germany through American eyes, and the lessons weren't reflecting contemporary German issues or culture.

So they started over after they came home. The result was lessons

that are so rich as they try to capture the experience for students -- and teachers -- who haven't had that same opportunity. Since that first trip, we've never had a lesson written before the teacher visited the country first, so the new lessons really do reflect what teachers saw and heard and felt while interacting in the country or region.

LH: You've got an interesting array of nations on the agenda right now. How did you decide which countries the task force would reach out to?

DP: Different countries for different reasons. For one thing, we targeted countries or areas that are pertinent to Idaho for historic, political or economic reasons. We picked Germany because 25 percent of Idahoans can trace their roots to Germany, and because Germany is going to be important to all of us. It's the largest industrial power in the European Union and thus has a big influence on EU decisions. Mexico is obvious,

given Idaho's growing Hispanic population. We visited the Basque area of Spain because of the many Basques here in Idaho. And China is almost a given. It's one of Idaho's major trading partners and a growing economic presence throughout the world.

LH: That's for sure. I'm getting used to seeing that "Made in China" label on everything from clothing to appliances.

DP: And picture frames. It's traditional in China to exchange gifts, so we took framed watercolors, painted by a student from McCall-Donnelly High School, of an Idaho scene. When the first gift was unwrapped, I noticed that the frame had "Made in China" on it. In other words, we'd taken something back to China that had been made there in the first place. It was a little embarrassing.

When the Taiwanese delegation came to Idaho, we were given computer mouse pads with Chinese paintings on them. That struck me as a great idea, not least because the gifts were easier to pack than framed paintings. So now we've had our own mouse pads made, with a photo of an Idaho skyline, and that's what we take abroad. We like bragging about Idaho.

LH: You've just returned from a visit to Ireland. And Jordan is on your list. How do they tie in to Idaho?

DP: These fall into the "special projects" category. Jordan came to us. The Idaho Digital Learning Academy has an on-line civic education program and Jordan wanted something like that. And because Idaho is the only state with that particular program already in an on-line format, we were asked to become partners with Jordan. This is a \$1.4 million project to design an e-enabled civic education program, a high-tech animated, interactive instructional tool for the classroom. We're creating two versions at the same time, one for Jordan and one for the U.S. And because we're partners, Idaho will get the elec-

tronic version for free.

In the case of Ireland, our hosts were a "peace-building" organization called Cooperation Ireland which among other things sponsors student exchanges between the Republic of Ireland and Northern Ireland. The focus of the program, aside from the obvious benefits from the exchange, is to encourage students to identify community problems and figure out how to work with policy-makers to find long-term solutions to those problems. Now Ireland wants to add American schools to the mix, and we were chosen.

LH: Is all of this supported with state funds?

DP: None of it is. **LH: So who pays?** DP: Various sources. Some funding comes from the U.S. Department of State and some from the U.S. Department of Education. Some comes from NGOs - non-government organizations - in those countries. Germany has the Goethe Institut, which sponsors a program to introduce Americans to Germany's history, culture, and politics, and the Institut sponsored our Education Mission. Cooperation Ireland is an NGO.

LH: What's next on the agenda?

DP: The future looks busy. We've had a broad approach up to now, but I think we're ready to start honing in on certain areas.

For example, in March, a small Idaho delegation will go to Mexico to formally sign an agreement with our sister state of Jalisco. We've had educational agreements in the past, very general ones, but they were never followed up. Now we're looking at specifics.

We're working with the Idaho Council on Economic Education to give economic and government teachers a chance to visit countries where Idaho already has a trade relationship. One of their assignments will be to gather background information to help our students prepare to participate in the International Economic Summit.

We're also working with Idaho's Department of Commerce and Labor to try to mirror through education what our international ties are. So if Idaho is doing a lot of business with South Korea, we want to prepare students to be ready for that international market. In 2004, our major customers for Idaho exports were the United Kingdom, Canada, China, Taiwan, and Singapore. We've already been approached by a company in Taiwan to do more with student exchange opportunities.

Also, Congress has proclaimed 2006 to be the Year of Study Abroad. Idaho Senator Larry Craig was one of the co-sponsors. We're going to be in a good position here to encourage students to take advantage of those opportunities.

LH: Are other states doing the same thing? Or has Idaho taken the lead in international education?

DP: We're a leader. If we weren't these nations wouldn't be coming to us with their ideas for projects. And now we're getting calls from other states that see Idaho as a model for international education, and they want to do something similar. We've got enthusiastic teachers, we've got a state that's serious about improving international trade opportunities for Idaho business, and we've got a reputation now as a good partner. I think we're way ahead of the game.



Standards ready for comment

Draft revised achievement standards for grades K-12 are available for review and comment.

The standards were revised as part of the process to improve the Idaho Standards Achievement Test (ISAT) after two studies of identified flaws in the test.

The process to finalize the revised standards is complicated and will involve negotiated temporary and proposed State Board of Education rules.

Some of the activities that are expected to occur in the coming months include:

*The draft standards will undergo a statewide review as part of the negotiated rule making process.

Because of short timeframe to develop the standards, the department expects that the draft standards will need additional revisions and corrections.

*A website that will allow educators and the public to review the draft standards and submit comments electronically will be activated in December.

*The State Board of Education will be asked to approve a temporary rule allowing the state to use the revised standards for the 2005-06 school year. This step would be necessary for the 2006 Idaho Standards Achievement Test to be revised to meet federal expectations. This temporary rule would expire in a year.

*The state board will be asked to consider a proposed rule to replace the temporary rule. The proposed rule would incorporate changes to the standards based on the statewide review.

Draft standards

The "Draft Revised Achievement Standards" are available at:
<http://www.sde.state.id.us/dept/standards.asp>.

The rule would be finalized, and presented to the 2007 Legislature.



Lawmakers will review grad plan

Proposed Changes High School Grades 9 through 12			
	Current Requirement	Proposed Requirement	Final Proposed Requirement
Language Arts	9 credits	9 credits	9 credits
Mathematics	4 credits	8 credits (including Algebra I, Geometry, & Algebra II) Students may opt out of Algebra II	8 credits including: 2 credits - Algebra I 2 credits - Geometry 2 credits - Algebra II or advanced math 2 credits - other math Phased-in implementation: 2012 - 7 credits required 2013 - 8 credits required
Science	4 credits	6 credits (All lab)	6 credits (4 credits lab-based) Implemented by 2012
Social Studies	5 credits	5 credits	5 credits
Humanities	2 credits	2 credits	2 credits
Physical education	0 credit	0 credit	0 credits
Postsecondary Readiness Plan	Four-year Learning Plan at the end of the eighth grade	Postsecondary Readiness Plan at the end of sixth grade	Four-year Learning Plan at the end of the eighth grade; revised yearly
Career Focus Electives	0	8	0
Senior Project	None	Required including oral presentation, project, and written report	Required including oral presentation, project, and written report Implemented by 2012
College Entrance Exam	None	ACT, SAT, or Compass by the end of 11th grade	ACT, SAT, or Compass by the end of 11th grade Implemented by 2012
Advanced Learning Opportunities	None	Require schools to offer advanced opportunities at the high school campus or provide opportunities for students to take courses at the postsecondary campus	Require schools to offer advanced opportunities or provide opportunities for students to take courses at the postsecondary campus Implemented by 2007
Total credits required by state for graduation	42 credits	46 credits	46 credits
Proposed Changes for Middle School Grades 6-8			
"C" Average	No cumulative grade average required	Cumulative C average in content area courses: math, science, language arts, and social studies	No cumulative grade average required
Pre-Algebra	No requirement	Successful completion before entering ninth grade	Before entering 9th grade Implemented by 2007
Postsecondary Readiness Plan	Four-year Learning Plan at end of eighth grade	Postsecondary Readiness Plan at end of sixth grade	Four-year Learning Plan at the end of the eighth grade; revised yearly

When state lawmakers meet in January, they will consider a plan to increase requirements for graduation from high school.

In November, members of the State Board of Education approved changes to increase high school graduation requirements beginning with the class of 2012.

Either the House or Senate Education Committees must approve the graduation rules.

The propose graduation rules require students to:

- * Take a college entrance exam during their junior year,
- * Complete a senior project, and
- * Take more math and science classes in high school.

The Board agreed to extend for one additional year the phase in period for its new math requirements.

Under the Board's proposed rules, students graduating in 2012 will be required to complete three years of math and three years of science.

Students graduating in 2013 will be required to complete four years of math and three years of science.

"We must do more to prepare our students for life after high school," said Sue Thilo,

Reform costs

State Board of Education members indicated they plan to ask the Legislature for the funding necessary to meet the new requirements.

Cost estimates presented to the Board included teacher training, student fees for college entrance exams and senior projects, and additional math and science teachers.

Cost estimates also included amounts dedicated to the Idaho Digital Learning Academy to facilitate accelerated learning opportunities.

The preliminary cost estimates include a gradual increase in funding:

- \$1.4 million for FY 2007
- \$1 million for FY 2008
- \$3.9 million for FY 2009
- \$6.8 million for FY 2010
- \$11.5 million for FY 2011
- \$14.8 million for FY 2012
- \$17.1 million for FY 2013

State Board of Education member. "These recommendations are aimed at restoring the value of the high school diploma, while engaging students throughout their senior year."



P.E. plan tabled

A revised plan to increase physical education requirements in Idaho schools was tabled by the State Board of Education in November.

The delay will prevent the proposed rules from being considered by the 2006 Legislature.

Board members indicated their support for more physical education in public schools.

However, the rule was tabled to address specific issues raised by members

The board expressed concerns over cost and capacity issues at the elementary school level and requested further discussion regarding the ability of students involved in extra curricular activities to qualify under the new physical education requirements.

Proposed physical education requirements for Idaho		
Grade span	Original proposal	Current proposal
Elementary	150 minutes a week	90 minutes a week
Middle/junior high	4 credits (or 2 years)	2 credits (or 1 year)
High school	2 credits	2 credits



National Assessment of Educational Progress

Idaho fares well on rigorous measure of student skills, knowledge

Idaho fourth and eighth graders continue to score higher than their U.S. counterparts on rigorous national math and reading tests, according to results released in October.

Results from the 2005 National Assessment of Educational Progress (NAEP) also show that the performance of Idaho's fourth graders was very strong compared to the nation and to Idaho students two years ago. Idaho's average fourth grade math score was topped only by four other states and the average reading score was topped only by eight other states.

"We are pleased see that our students compare well to students in other states and to see improvements from two years ago," said Dr. Marilyn Howard, Superintendent of Public Instruction.

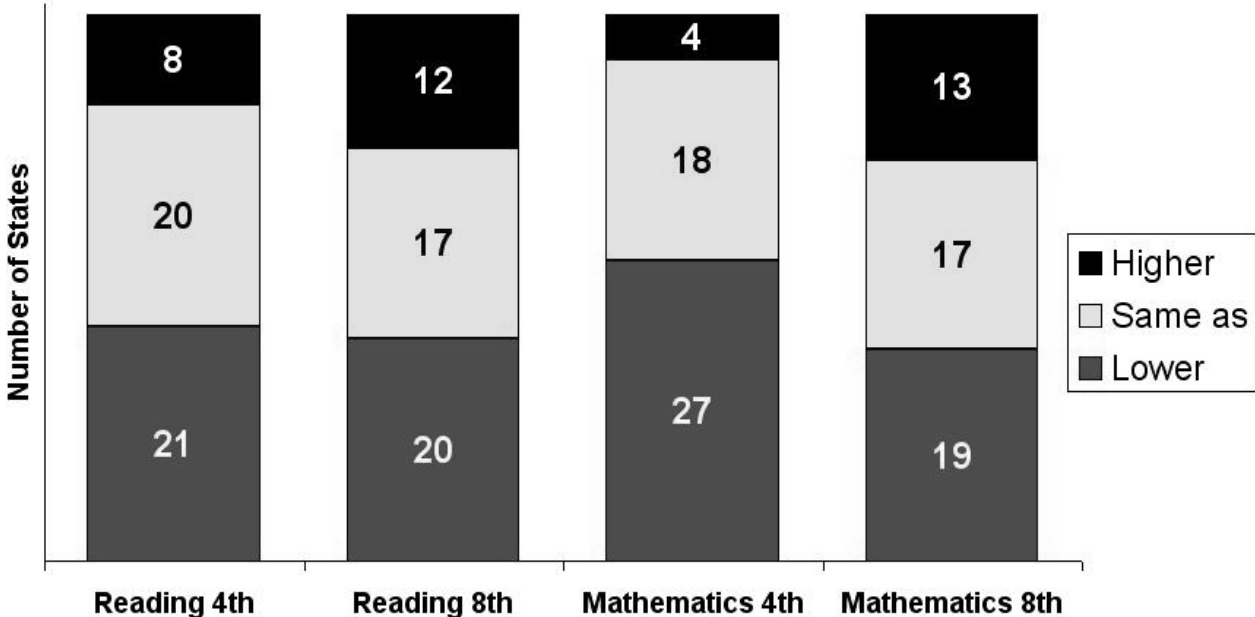
"I am encouraged by the strong performance of our fourth graders, especially in math. We hope to see that strong start maintained and improve over time."

More information

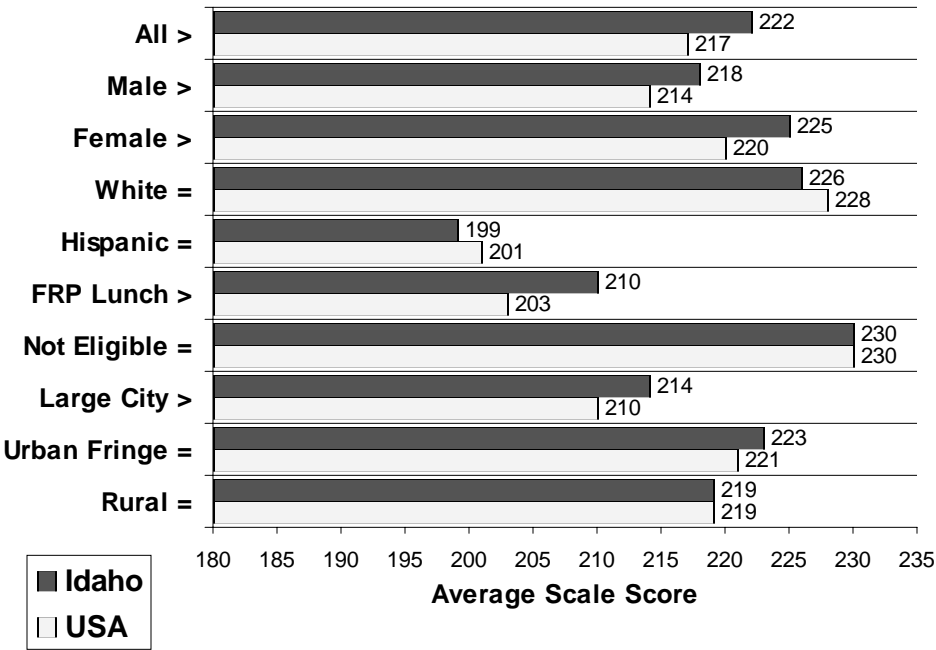
Detailed information on Idaho's results is available at:
<http://www.sde.state.id.us/naep/>

Detailed information on results for other states is available at:
<http://nces.ed.gov/nationsreport-card/>

States Scoring Higher, Same as, or Lower than Idaho



Reading 2005, Grade 4, Idaho v. USA



Reading Grade 4 -- The reading assessment of the National Assessment of Educational Progress (NAEP) used multiple-choice and constructed-response questions to examine reading comprehension in two contexts:

- Reading for Literary Experience
- Reading to Be Informed

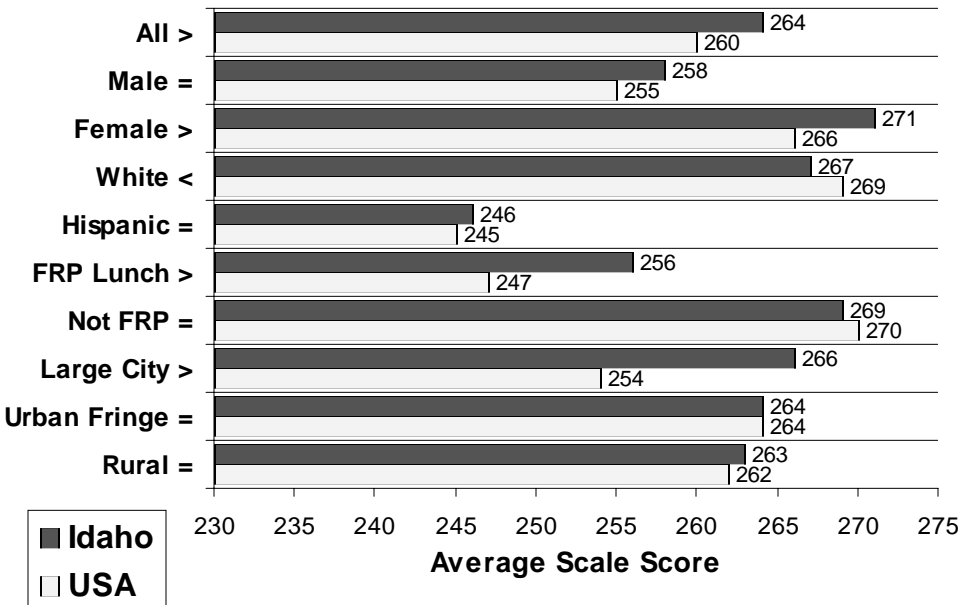
The reading scale scores ranged from 0 to 500, where 208 is a Basic grade-level performance, 238 is Proficient, and 268 is Advanced.

► In 2005, Idaho fourth graders had an average scale score in reading that was **higher** than their national counterparts, as did Idaho students in four demographic groups, namely, male and female students, students from low income families (i.e., students who qualify for free or reduced price meals from the National School Lunch Program), and students in large city schools (as defined by the Census Bureau).

► In 2005, five demographic groups of Idaho fourth graders had an average scale score in reading that was **not significantly different** from their national counterparts: White and Hispanic students, students not qualified for free or reduced priced meals, and students in urban fringe and rural schools.

► In 2005, **no demographic group** of Idaho fourth grade students had an average scale score in reading that was **lower** than its national counterpart.

Reading 2005, Grade 8, Idaho vs. USA



Reading Grade 8 -- The reading assessment of the National Assessment of Educational Progress (NAEP) used multiple-choice and constructed-response questions to examine comprehension in three contexts:

- Reading for Literary Experience
- Reading to Be Informed
- Reading to Perform a Task

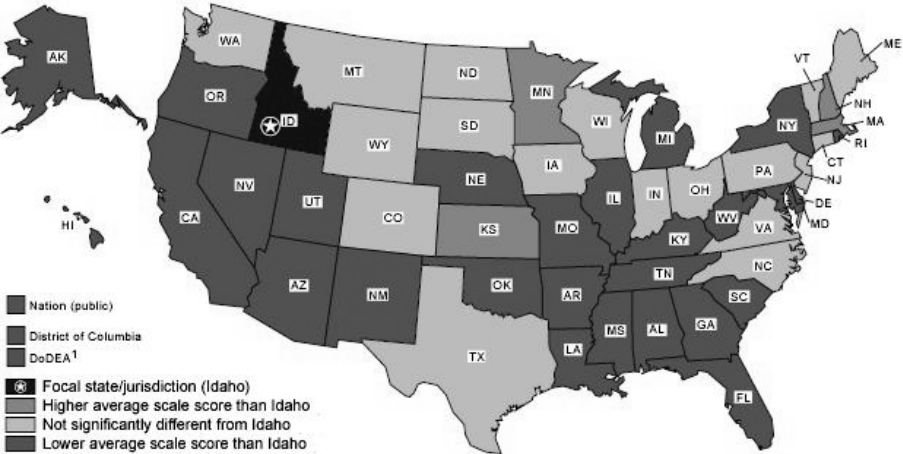
Reading scores ranged from 0 to 500, where 243 is a Basic grade-level performance, 281 is Proficient, and 323 is Advanced.

► In 2005, Idaho eighth graders had an average scale score in reading that was **higher** than their national counterparts, as did Idaho students in three demographic groups, namely, female students, students from low income families (i.e., students who qualify for free or reduced price meals in the National School Lunch Program, and students in large city schools (as defined by the Census Bureau).

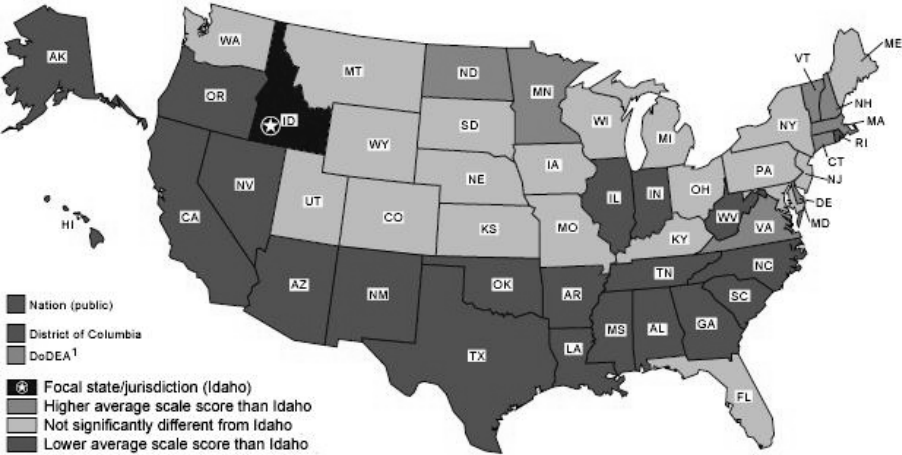
► In 2005, five demographic groups of Idaho eighth graders had an average scale score in reading that was **not significantly different** than their national counterparts: male students, Hispanic students, students who are not eligible for free or reduced price meals in the National School Lunch Program, and students in urban fringe and rural schools.

► In 2005, one Idaho eighth grade demographic group had an average scale score in reading that was **lower** than its national counterpart: White students.

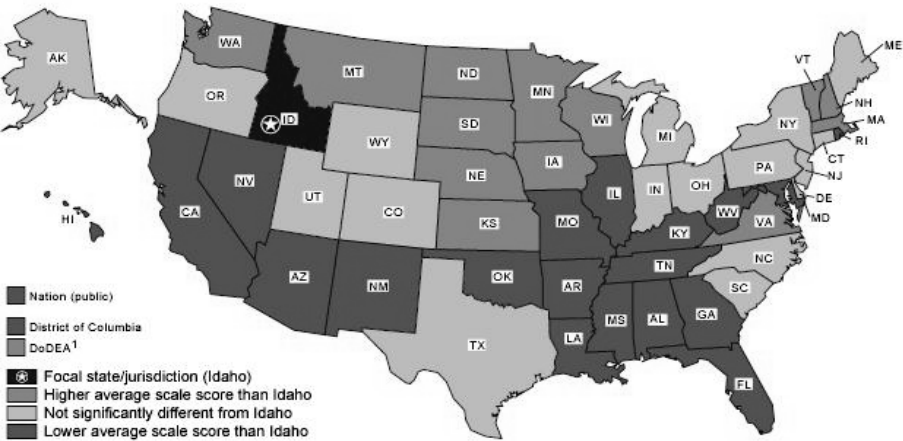
NAEP 2005, Mathematics, Grade 4, All Students



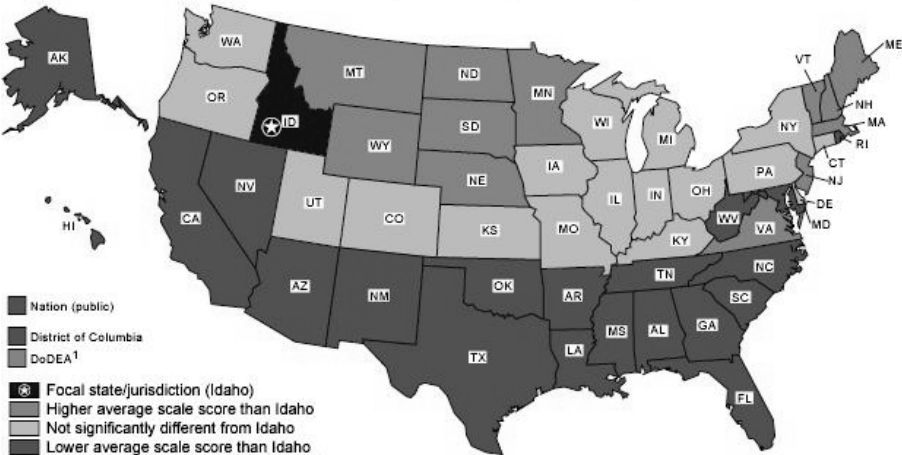
NAEP 2005, Reading, Grade 4, All Students



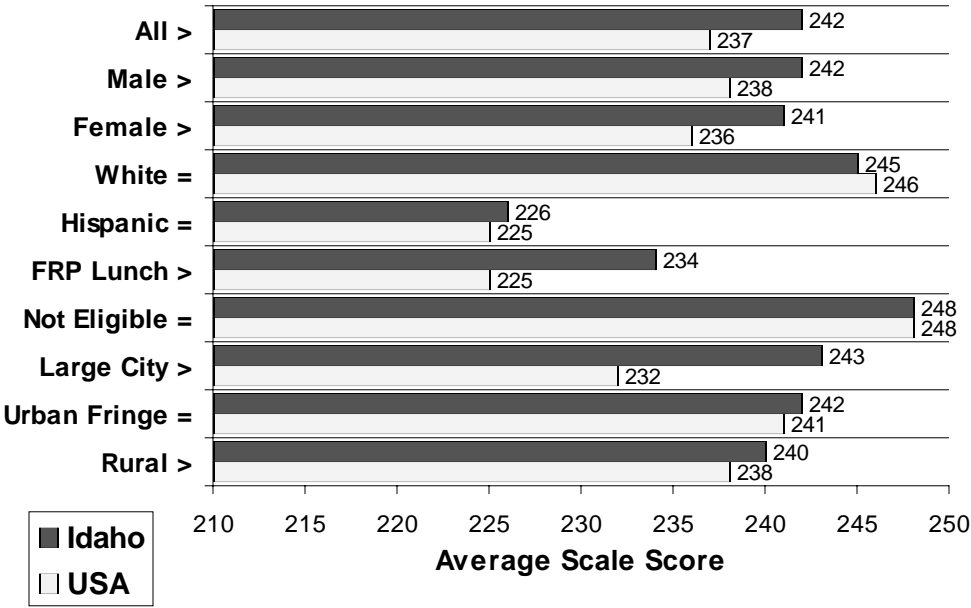
NAEP 2005, Mathematics, Grade 8, All Students



NAEP 2005, Reading, Grade 8, All Students



Math 2005, Grade 4, Idaho v. USA



Math Grade 4 -- The mathematics assessment of the National Assessment of Educational Progress (NAEP) used multiple-choice and constructed-response questions to examine student skills with:

- Number properties and operations
- Measurement
- Geometry
- Data analysis and probability
- Algebra

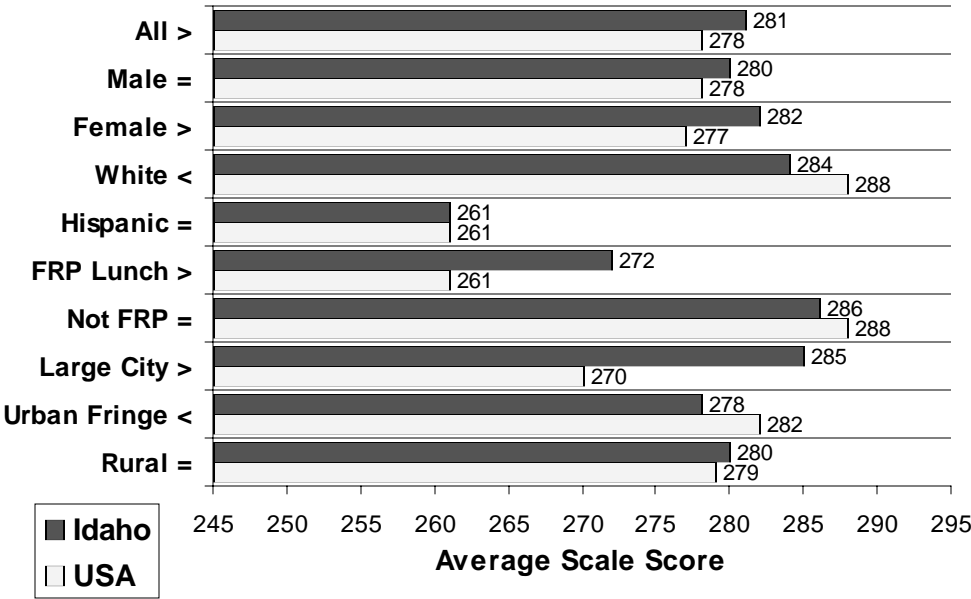
The math scale ranges from 0 to 500, where 214 is a Basic performance, 249 is Proficient, and 282 is Advanced.

► In 2005, Idaho fourth graders had an average scale score in mathematics that was **higher** than their national counterparts, as did Idaho students in five demographic groups, namely, male and female students, students from low income families (i.e., students who qualify for free or reduced price meals in the National School Lunch Program), and students in large city and rural schools (as defined by the Census Bureau) .

► In 2005, four demographic groups of Idaho fourth graders had an average scale score in mathematics that was **not significantly different** from their national counterparts: White students, Hispanic students, students who are not eligible for free or reduced price meals in the National School Lunch Program, and students in urban fringe schools.

► In 2005, no demographic group of Idaho fourth grade students had an average scale score on the mathematics assessment that **was lower** than its national counterpart.

Math 2005, Grade 8, Idaho v. USA



Math Grade 8 -- The mathematics assessment of the National Assessment of Educational Progress (NAEP) used multiple-choice and constructed-response questions to examine student skills with:

- Number properties and operations
- Measurement
- Geometry
- Data analysis and probability
- Algebra

The math scale ranges from 0 to 500, where 262 is a Basic performance, 299 is Proficient, and 333 is Advanced.

► In 2005, Idaho eighth graders had an average scale score in mathematics that was **higher** than their national counterparts, as did Idaho students in three demographic groups, namely, female students, students from low income families (i.e., students who qualify for free or reduced price meals in the National School Lunch Program), and students in large city schools (as defined by the Census Bureau) .

► In 2005, four demographic groups of Idaho eighth graders had an average scale score in mathematics that was **not significantly different** from their national counterparts: male students, Hispanic students, students who are not eligible for free or reduced price meals in the National School Lunch Program, and students in rural school.

► In 2005, two demographic groups of Idaho eighth graders had an average scale score in mathematics that **was lower** than their national counterparts: White students, and students in urban fringe schools.

Milken Award Winners

Wendell’s Sauer, Coeur d’Alene’s Nelson chosen for ‘Oscars’ of teaching



Photo courtesy of the Gooding County Leader
Wendell Middle School Principal Rob Sauer, left, helps support the “big check” he was awarded from Superintendent of Public Instruction Marilyn Howard, right. The award is from the Milken Family Foundation. Helping Sauer is his son, Riley, a student at the school.

Wendell Middle School Principal Rob Sauer is one of two Idaho educators to win a \$25,000 national award, and he is leading a school that two years ago didn’t have its own building.

“The new facilities really helped the staff and the students to be positive and excited about a new place and a new start. I was just fortunate to be part of that,” Sauer said.

Sauer – a Wendell High School graduate – has been an educator for 11 years. He began his administrative post at Wendell in 2003. It was the year the new school opened.

In 2000, inspectors condemned the old building. That left the school district 60 days during the middle of the school year to decide what to do with more than 200 students. Three years of juggling limited classroom space ensued.

This year, just two years after opening classes at the new school, Wendell Middle School was awarded a federal Comprehensive School Reform grant. It provides \$100,000 a year for three years – funding for the second and third years is contingent on appropriations – to prepare students to meet state standards for Adequate Yearly Progress.

Sauer, 34, sees his leadership role not only as being focused on academics but also as developing responsible adults. Banners proclaiming, “Respect,” Responsibility,” “Honesty,” and “Teamwork” greet students at the schoolhouse door.

Role models who inspired him during his school years instilled the importance of character values.

“I wanted to be a teacher like Gay Peterson. She was my high school government teacher and now is a Wendell School Board member. She just made a subject come to life for me. I feel like I learned about government and history, and I learned about life, and that was pretty valuable.”

Allen Kelsey, who still coaches varsity basketball at Wendell High, was another mentor. Sauer learned from him how to build relationships and let people know that he cares about them.

“My job is just as important as anybody else’s and not more important than anyone else’s. Like everybody else, I roll my sleeves up and get to work. And have a lot of fun while doing it.”

He is in the classrooms, on lunch duty, tossing the football, and playing soccer.

Sauer taught secondary social studies in Bliss before working in Wendell. He still keeps up on the subject doing summer work for the Center for Civic Education, a training program for civics teachers. Next summer he’ll spend about 10 days at James Madison University in Harrisonburg, Va.

Having his son Riley, a Wendell Middle School fifth-grader, at the October award ceremony made the announcement extra special for Sauer.

“I don’t know that it has really sunk in yet, but it really was a very overwhelming and humbling experience.”

He isn’t sure how he will use the money, but he’s had suggestions. Some students already have turned in Christmas wish lists.

“I don’t know that it has really sunk in yet, but it really was a very overwhelming, and humbling experience.”

Rob Sauer
2006 Milken Award recipient

About the awards

Every district may nominate a teacher for the **State Teacher of the Year Award**. A committee reviews and evaluates each application and the winner is selected. Idaho’s Teacher of the Year is then considered for National Teacher of the Year.

Recipients of the **Milken Family Foundation’s National Educator Award** are chosen by the foundation from nominees forwarded by a Blue Ribbon committee. The Milken program is the largest educator recognition program and has been dubbed the “Oscars” of teaching.

Stories by Jennifer Sandmann for News & Reports



Photo courtesy Janet Feiler, Coeur d’Alene School District
Michael Nelson, right, helps unroll his check from the Milken Family Foundation.

Visit Mike Nelson’s classroom at Coeur d’Alene High School, and pick up a remote control before taking a seat. You’ll need it to participate.

Nelson – one of two Milken award winners in Idaho – fitted his Spanish classroom with a wireless network that takes technology beyond PowerPoint and the Internet.

“The kids are very, very engaged,” Nelson said. “They know that they are going to be in control. It’s a huge motivation for them.”

After two years of eInstruction, he said he has seen a 24 percent increase in student comprehension based on test performance.

Students use the remotes to answer Nelson’s in-class questions. He can see how well the assignment is sinking in as students key in their responses that appear on a big screen.

That helps him pace the class to avoid leaving students behind. Nearly \$2,300 in grant money paid for the setup.

An unusual path led Nelson, 32, to teaching at Coeur d’Alene – his alma mater. He had been trained for broadcast communication, but his plans veered during his senior year at the University of Idaho. His mother-in-law, Leona Caires, taught algebra at Frontier Junior High School in Moses Lake, Wash. She and two students died in a school shooting when a ninth-grader brought an arsenal to school. The receiving end of an intense media experience soured his taste for broadcast, and his mother-in-law’s life’s work became his own. Teaching, he thought, was a way to make a difference.

Just a couple of weeks before the 1996 shooting, his mother-in-law asked him to make her a banner that said, “Hard Work, Done Well...FEELS GOOD!” It hangs in his classroom today.

“She loved teaching, and I am lucky I get to experience that same love every day,” Nelson said. “I love the fact that every day I come to school I’m going to be amazed by my students.”

Three-quarters of his classes are taught in Spanish, Nelson said. After four years students are near fluency. Last year, three students tested out of college Spanish.

He has a website – in Spanish – that he calls his classroom portal. Students can contact him via e-mail and instant messaging, look up assignments and helpful hints, find peer tutoring, and other learning aids, and check on their grades. He equipped his classroom with a digital learning lab using about \$11,200 in grant money from a variety of sources.

He immerses students in Spanish-speaking cultures by holding video conferences and e-mailing with schools in other countries.

Developing professional skills at Coeur d’Alene High is a team approach, Nelson said. He and colleagues share ideas and teach one another. In particular he trains fellow teachers in technology. He also heads up a schoolwide effort to adopt an International Baccalaureate Program. Students who begin the classes as sophomores would earn one year’s worth of college credit by the time they graduate.

So, what’s it like to be handed a check with three zeroes?

“To see \$25,000 is pretty amazing. It will allow us to pay off our student loans,” Nelson said. “We feel like the most important thing is to pay off what has gotten us to this point today.”

He and his wife, Debora, a physical therapist, shared their thanks by throwing a lunch for colleagues at the high school.

“It’s something really small we can do to say thank you for giving us the opportunity to work with you,” Nelson said.

“I love the fact that every day I come to school I’m going to be amazed by my students.”

Mike Nelson
2006 Milken Award recipient

Parma High teacher will be considered for National Teacher of the Year

Continued from Page 1

He crossed the country to Spring Harbor Laboratory on Long Island, N.Y., in the summer of 2002 to learn the latest on DNA science.

He was one of a couple dozen teachers accepted for the course. Today his students send their DNA replication results there for analysis.

He teaches an advanced biology program recognized by Northwest Nazarene

University in Nampa. Juniors and seniors can earn five biology credits transferable to most colleges.

Science is a popular subject at Parma High School, because Sharkey said student interest in the subject is developed early. By the time students leave elementary school, he said, they like science.

Appreciation for the subject continues to be nurtured in the middle grades.

“By the time they get here to the

high school they actually like science,” he said.

His love for teaching extends beyond enthusiasm for the subject matter to caring about students. He studied under Paul Broomhall during his student teaching internship at Caldwell High School.

“He taught me to be firm, hold the bar high and care about kids, and everything will work out. He said if you don’t care about kids, you’d better get the hell

out of this business, and he was right. They know in a heart beat. They can sniff out a fake in about five seconds.”

Caring about students means showing up at games, concerts, and being available when they need help, he said.

“Every year we have a canned food drive and my sophomore class almost all the time wins. I have them believing the truth -- that the blessing is the giving. And so I am just lucky enough to have this great job.”

Idaho Teacher of the Year finalists



Cole



Fagg



Hoyle



Hunt



Jensen



Jones



Kepler



McCarvel



Renzelman



Shouse

Idaho may select only one teacher to be the “Teacher of the Year.” Each year the selection is difficult. Idaho’s 2006 Teacher of the Year is John “Mick” Sharkey. (See story on Page 1.)

Below are the outstanding teachers who were finalists for the 2006 recognition.

David Cole

David Cole teaches music at Van Buren Elementary School in Caldwell. Cole has taught in the Caldwell School District for four years.

Rand J. Fagg

Rand J. Fagg teaches 11th and 12th grade English at Minico High School in Rupert. He has taught for more than 34 years.

James Hoyle

James Hoyle teaches

eighth-grade physical science at Mountain Home Junior High School. He has taught for more than 26 years.

Melissa Hunt

Melissa Hunt teaches kindergarten at Moreland Elementary School. She has taught in the Snake River School District in Blackfoot for 17 years.

Stacey Jensen

Stacey Jensen teaches second grade at Edahow Elementary School in Pocatello. She has taught in the Pocatello School District for 17 years.

Kathryn Jones

Kathryn Jones teaches reading at Skyway Elementary School in Coeur d’Alene. She has taught in the district since 1989.

Alicia Kepler

Alicia Kepler teaches third grade at Groveland Elementary School in the Blackfoot School District. She has taught in the district for eight years.

Katie McCarvel

Katie McCarvel teaches first grade at William H. Taft Elementary in Boise. She has been a teacher for six years.

Mike Renzelman

Mike Renzelman is an eighth-grade science teacher at Jenifer Junior High School in Lewiston. He has taught in the district for 11 years.

Patsy Shouse

Patsy Shouse is a sixth-grade teacher at the Christine Donnell School of the Arts in Meridian. Shouse has taught for 31 years in several districts.

Associations, groups honor teachers, staff

**Terri Matthews
Linda Pence
Leora White**

Three Idaho math teachers

were named 2005 state finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching.

The math teachers were recognized at the fall conference of the Idaho Council of Teachers of Mathematics in October and include:

* Terri Matthews, Burley Junior High School, Cassia County School District

* Linda Pence, Sawtooth Middle School, Meridian School District

* Leora White, West Middle School, Nampa School District

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) are the nation’s highest honor for teachers of mathematics and science. The awards recognize exemplary K-12 teachers for their contributions in the classroom and to their profession. State finalists are automatically candidates for a national Presidential Award. National award winners are announced in the spring.

Nominations for 2006 are due to the State Department of Education, by May 1, 2006. More information is available at: <http://www.sde.state.id.us/instruction/docs/science/paemst/index.html>

**Lawrence Neznanski
Kathy Dawes
Elaine Asmus**

Three Idaho science teachers were named 2005 state finalists for the Presidential

Awards for Excellence in Mathematics and Science Teaching.

The science teachers recognized were:

*Lawrence Neznanski, Bishop Kelly High School, Boise

*Kathy Dawes, Moscow Junior High School, Moscow

*Elaine Asmus, Snake River High School, Blackfoot

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Debra Jo Woodard

Debra Jo Woodard, a social studies teacher at Skyline High School in Idaho Falls, was named Idaho’s History Teacher of the Year by the Gilder Lehrman Institute of American History and Preserve America.

Woodard, an Idaho Falls resident, is now in the running for the National History Teacher of the Year award to be presented



Matthews



Pence



White



Neznanski



Asmus



Dawes

this fall. She will also receive a \$1,000 honorarium and a core archive of history books and materials donated to the Skyline High School library.

**Patrick Phillips
Jean Uebelacker
Jane Wilson
Jennifer Williams**

The Idaho Art Education Association honored four educators at its fall meeting.

Patrick Phillips of Grangeville Elementary School was named Elementary Art Teacher of the year and Idaho Art Educator of the Year. He will represent Idaho for national honors.

Jane Wilson of Bishop Kelly High School, Boise, was named Secondary School Art Teacher of the Year.

Jennifer Williams, former Idaho Teacher of the Year, was honored for her work at Boise State University.

Sally Husted

The Idaho Association of Teachers of Language and Culture named Sally Husted of Boise High School its Teacher of the Year.

Karen Goodrich

The Idaho Music Educators Association honored Karen Goodrich of Robert Stuart Junior High School in Twin Falls as its Music Teacher of the Year.

Larry Smith

Julie Graf

Paula Davis

Brad Jensen

The Idaho Association of Pupil Transportation honored four individual in June.

Larry Smith of Lake Pend Oreille was named Driver of the Year.

Julie Graf of the Cassia County School District was named Secretary/Dispatcher of the Year.

Paula Davis of the Cassia County School District was named Trainer of the Year.

Brad Jensen, formerly of the Idaho Falls School District, was named Supervisor of the Year.

Staff changes at the SDE

Marybeth Wells joins the State Department of Education as a Special Education Coordinator.

Prior to joining the department, Wells worked as the Alternative Care Coordinator in the Medicaid program at the State Health and Welfare Department.

She also worked for 12 years as a Developmental Specialist for the Idaho State School and Hospital, and prior to that was a special education classroom teacher/ consultant in Indiana.

Ray Merical is the new Pupil Transportation Supervisor for the State Department of Education, replacing Rod McKnight, who retired. Merical was formerly the Pupil Transportation Coordinator for the department for more than 15 years.

Prior to joining the department, Merical worked with school bus contractors, assisting with contract set up. He worked with R.W. Harmon & Sons, one of the earliest bus manufacturers.

Brad Jensen joins the department as the Pupil Transportation Coordinator. He is replacing Ray Merical, who advanced to supervisor. Prior to joining the department, Jensen was employed by the Idaho Falls School District for the past 29 years. In Idaho Falls, he worked his way up from mechanic, to shop foreman, and

most recently, transportation supervisor.

At the department, Jensen will provide assistance to district pupil transportation programs. He will also conduct annual and spot inspections and oversee the regional transportation specialists.

Annie Dalgetty joins the department as the School Readiness Specialist. Dalgetty will be work on School, Family and Community Partnerships.

Dalgetty comes to the department from Migrant and Seasonal Head Start, one of the largest early childhood program in the state, where she served first as Early Childhood Specialist, and then as the Regional Services Administrator for the State.

Cheryl Engel is the new Adult Basic Education/ GED Coordinator for the department.

Engel has considerable experience with adult basic education. She worked at the University of Idaho, where she served as the State Adult Basic Education (ABE) Leadership and Training Coordinator. Prior to working for University of Idaho, Engel worked at Boise State University, where she started as an ABE teacher and later became the program director.



Jensen



Wells



Dalgetty



Merical



Engel

Administrators recognized

Hazel Bauman

The Idaho School Superintendents’ Association awarded its 2005 District Leadership Award to Hazel Bauman. Bauman is an assistant superintendent in the Coeur d’Alene School District. The new award is designed to recognize an association member who has demonstrated the knowledge, skills, and dispositions of effective leadership in the promotion of public school education and the improvement of student achievement.



Bauman

Dale Clark The Idaho Association of Secondary School Principals named Dale Clark, as the 2006 recipient of the Outstanding Secondary School Assistant Principal Award. Clark is an assistant principal at Shelley High School, Shelley.



Clark

Greg Godwin The Idaho School Superintendents’ Association named Greg Godwin Idaho Superintendent of the Year. Godwin has been superintendent in the Kellogg School District since 1997. Prior to becoming superintendent, he

was a principal and teacher. He will represent Idaho in the American Association of School Administrators’ Superintendent of the Year Program.

Travis Mitchell

The Idaho Association of Secondary School Principals has named Dr. Travis Mitchell the 2005 Outstanding Secondary School Principal - High School Award. Mitchell is principal of Hillcrest High School in the Bonneville School District, Idaho Falls.



Godwin



Mitchell

Evelyn Robinson

The Idaho Association of Elementary School Principals named Evelyn Robinson the state’s nominee for National Distinguished Principal (NDP). Robinson is principal of Lewis and Clark Elementary School in Pocatello. The NDP Program is sponsored by the U.S. Department of Education and the National Association of Elementary School Principals.



Robinson